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ABSTRACT

Using Project CHILD's Demonstration School as an example, the guidebook is designed to help administrators and directors/coordinators interested in initiating or expanding a summer program for migrant or other children. Activities of the school are described, with approximately 100 children participating in groups of 15 to 20 and working from 4 homebase rooms. Proceeding on an individual basis, teachers work with the children in the academic skill areas of reading and math in correlation with social skills, skills development, self-concept, language arts, health and nutrition, decision making, cultural enrichment, and career education. Field trips supplement individualized activities. The older children segment stresses work experience, vocational exploration, and survival skills training. Adult migrants are encouraged to attend with the children when possible and are assisted in developing skills needed for economically independent, self-supporting adults. In addition to program objectives and an overview, the document provides guidance in planning the program (identify a planning committee, identify resources, prepare budget, etc.), program recruitment/enrollment, staff development, implementing direct service, career education, adult education, and evaluating and monitoring. Appendices include job descriptions and samples of forms, a planning checklist, a pre- and post-evaluation chart, a community resources reference guide, and a staff evaluation and suggestions questionnaire. (BRR)

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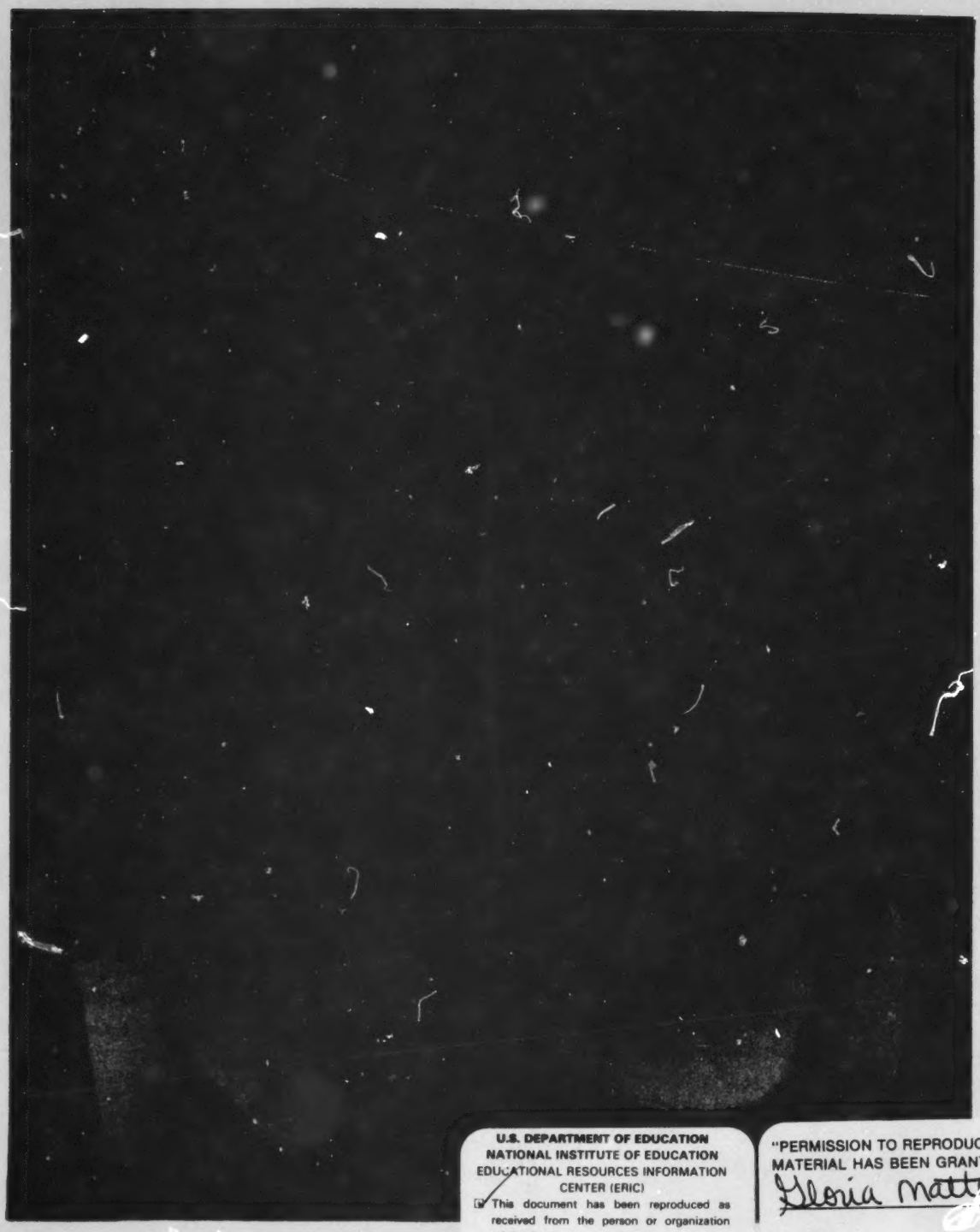

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GUIDEBOOK:

Children's Demonstration School

RC013828

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PROJECT CHILD*

IMPLEMENTATION GUIDEBOOK SERIES

CHILDREN'S DEMONSTRATION SCHOOL

by

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assisted by

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1980

Dissemination funds made available by the United Stated Department of Education
National Diffusion Network Division

*Comprehensive Help for Individual Learning Differences - Validated by
U.S.O.E. Joint Dissemination Review Panel, April 1973

BOCES Geneseo Migrant Center
Holcomb Building, Geneseo, New York

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DEDICATION

While there are many individuals and groups who have contributed to the development of Project CHILD - the migrant farmworker families, dedicated and hard-working Geneseo Migrant Center staff, funding sources such as the New York State Departments of Education and Health, hundreds of community and student volunteers, consultants and governmental officials - one person, in effect, has made Project CHILD possible. That individual is Dr. Robert W. MacVittie, the President of the State University College of Arts and Sciences at Geneseo, New York from 1963 to 1979.

President MacVittie was unfaltering in his support of the Geneseo Migrant Center and its programs since their inception. The Center itself was his idea arising from his concern for and interest in a rural college serving a rural population. Thanks to him and his generous in-kind contributions of college facilities and services, hundreds of migrant farmworkers and their families have enjoyed fully the splendid resources of the college complex. The spacious quarters of the Center have enabled staff to meet program needs as fully as possible.

During trying times, President MacVittie was instrumental in providing the support the Center needed to continue its vital work. Some compensation for his extraordinary efforts has been the fine nationwide reputation of the Center's programs resulting in the college's Special Citation from the American Association of Colleges of Teacher Education (AACTE) in 1969 and the validation of Project CHILD in 1973 as an exemplary project in the National Diffusion Network.

This Implementation Guidebook Series is, therefore, dedicated to Dr. Robert W. MacVittie, with a warm thank you from the families who have benefited so greatly from his concern.

CHILDREN'S DEMONSTRATION SCHOOL

INTRODUCTION

Project CHILD (Comprehensive Help for Individual Learning Differences) is a multi-faceted program initially developed to meet the needs of a migrant/rural population. The core component of Project CHILD is a validated summer children's program, the Children's Demonstration School (CDS). The overall goal of the Children's Demonstration School is to meet the educational, social, emotional and physical needs of migrant children by providing activities which encourage students to plan, think, make decisions and then evaluate the results, searching for other alternatives. According to Jerome Bruner in his The Process of Education, "The first object of any learning, over and above the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us to go further more easily."

The Children's Demonstration School's curriculum supports this idea. These basic skills are essential to a productive thinking individual - a necessity in today's world.

PROGRAM OBJECTIVES

As a result of attending the Children's Demonstration School, the children will demonstrate development in the following areas:

1. Skills - gaining in the areas of mathematics and reading as measured by the Criterion Reference Test
2. Self-Concept Enhancement - an understanding of the role of a member of that culture of which he/she is a member; an appreciation of the value of the work of others
3. Health and Nutrition - learning to select a balanced meal in the cafeteria and learning to describe or prepare nutritious meals

4. Cultural Awareness - experience through dancing, drawing and verbalizing the effect of field trips on his/her understanding of life
5. Language and Vocabulary - communication in an open classroom setting which will provide him/her with opportunities to improve his/her language proficiency

This guidebook is designed to help administrators and directors/coordinators interested in initiating or expanding a summer program for migrant or other children. As a result of reviewing this guidebook, the reader will be able to:

1. state the goals and objectives of CHILD's summer Children's Demonstration School and note similarities and differences to their current or projected program.
2. identify funding sources and secure funds.
3. list sequential steps in organizing a summer program.
4. develop a timeline compatible with dates of program being organized.
5. identify resources needed (from initial phase follow-up) and buildings.
6. recruit, hire and train staff.
7. secure supplies and equipment necessary for implementation of program.
8. visit camps and recruit children.
9. develop an evaluation form, evaluate program and list suggestions for the next program.

OVERVIEW OF THE PROGRAM

Project CHILD's Children's Demonstration School provides a creative, supportive environment for children and operates from 8:00 AM to 6:00 PM daily, five days a week. The program utilizes a core of teachers, migrant aides, community service agencies and trained volunteers. Each child participates in individually prescribed programs to develop skills in the specific areas identified by the Random House Criterion Reading Test and the Educational Development Corporation Individualized Criterion Testing in Mathematics.

Approximately 100 children participate in groups of 15 to 20, each with one certified teacher, working from four homebase rooms. The teachers work with the children in the academic skill areas of reading and math, utilizing a variety of learning activities developed to meet the needs of each child, in correlation with the prescribed individual and small group lessons in the following areas:

Math
Social skills
Skills development
Self-concept
Language Arts
Health and nutrition
Decision making
Cultural enrichment
Career education

Supplementing the individualized activities are a variety of field trips designed to complement the child's day. Numerous well-planned field trips orient the children to facets of career development. One such activity is to interview persons in a variety of occupations. Significant follow-up activities serve as a basis for exploring many avenues of work as well as for meaningful reading, writing, speaking and other expressive activities.

Each classroom has a full-time aide to assist the teacher within the individual classes. These are true migrant aides recruited and trained for the program by an aide trainer. The program director supervises all instructional and

other areas of the program, including the Child Development Center (see Guidebook: Child Development Center) and assists the teacher with overall planning for instruction.

This all-encompassing program not only meets the academic needs but also the health and nutritional needs of migrant children by providing three well-balanced meals a day for each student. A full-time nurse coordinates the health care for the children, including a complete physical for each child.

To further enrich the program, a movement education and instructional swimming program is offered for the children.

Historically, CDS was designed to meet the educational needs of the migrant children. However, a policy has been developed to address the needs of adult agricultural workers who for various reasons, such as unfavorable weather or working conditions or lack of available crops, were not required to work in the fields on any particular weekday while the Children's Demonstration School is in operation. On such occasions, workers are invited to board the regular school bus in the morning with the children to participate in the program. A variety of educational, recreational and health activities are provided in accordance with the overall goals of Project CHILD.

PLANNING THE PROGRAM

Since the Children's Demonstration School is such a totally encompassing program, it is essential to plan carefully all aspects of the program. The first step in planning is to identify the group to be served and assess the needs of that particular population. Once this step has been accomplished, the following activities need to take place:

IDENTIFY A PLANNING COMMITTEE

Anyone who will be involved with the program should attend the initial concerns meeting or should be personally contacted by the project. It is suggested that area growers, crewleaders, agency personnel, community member, directors and teachers all be included. Each representative usually becomes more helpful and understanding if he/she has an opportunity to make suggestions and raise questions.

IDENTIFY RESOURCES

Location many times dictates the availability of resources. A summer program, however, can be run anywhere, starting with a basic building and developing into a multi-media facility program. The Geneseo College of Arts and Sciences makes available many of its buildings, materials and audio-visual resources to the Children's Demonstration School. The continued use of such facilities is dependent upon open communication and consideration for all materials and rooms used.

To expand the educational program, the education of the child can be taken out of the classroom and community resources utilized. It is helpful to maintain a file on community merchants or businesses for reference. In addition, community groups and agencies can be of assistance to the program by providing both human and material resources. The following groups have been helpful to Project CHILD:

Alcoholics Anonymous
American Red Cross
American Cancer Society

American Heart Association
Area hospitals
Board of Cooperative Educational Services (BOCES)
Boy Scouts
Cocperative Extension Service
Department of Human Rights
Department of Labor (CETA, Rural Manpower, Employment Service)
Department of Public Health
Department of Social Services
Girl Scouts
Legal services
Local libraries
Local migrant service groups (Rural New York Farmworker Opportunities Program, Inc.)
Migrant ministry
Migrant Student Record Transfer System (MSRTS)
Planned Parenthood
Sickle Cell Association
Universities and community colleges

Referral Services Available to Migrant Families, developed by Project CHILD staff, will explain in detail how each of the above agencies or organizations has assisted in the program.

PREPARE BUDGET

Preparing a budget is not as difficult as many people think. Minimum and maximum amounts needed for your program can be determined by using a handy calculator and a checklist of tasks. Most funding sources have their own forms, but an estimate is needed before final budgets are approved. Group input is helpful in writing budgets as teachers, director, nurse, etc. can identify different needs and concerns and can perhaps suggest alternatives for minimum or maximum expenses. Suggestions for personnel who should be involved in preparing the budget include the program director, classroom teachers, nurse, home-school counselor, secretary, special interest teachers, cook, bus drivers and other support staff.

PREPARE THE PROGRAM NARRATIVE

The program must be explained in detail. Again, a form must be completed. This form is divided into specific sections. Usually, each funding source provides guidelines for the content and structure of the narrative.

STAFFING

A staff that should be sufficient for a program such as the Children's Demonstration School typically includes the following:

1. Director
2. Secretary (full or part-time)
3. 6-12 teachers/15 children
4. Specialists; art, movement education, music, adult education, librarian, media, cook, cafeteria staff
5. Health staff; nurse, dentist, dental assistant
6. Home-school counselor
7. Bus drivers
8. Maintenance and custodial
9. Classroom aides
10. Volunteers

Included in Appendix A are the job descriptions for many of these positions. The following are suggested procedures for recruiting and hiring:

1. Advertise for Positions

   After determining the staff needed to operate a complete program, qualifications are listed and advertised in as many ways as possible (i.e., newspapers, college placement offices, minority agencies, employment service, CETA, etc.). Guidelines are set up for interviews and are used for each candidate. If available, final selections should be sent through the local Affirmative Action Office. (Project CHILD follows the Affirmative Action guidelines of the State University College at Geneseo. Check with your districts for appropriate procedures).

2. Screen Applicants

   A standard application form should be developed (see Appendix B for a sample used by CHILD programs) to be accompanied by a resumé and two

letters of recommendation for each applicant. A file of each applicant should be retained. Those who seem qualified for positions are interviewed.

3. Interview Staff

Each candidate should bring to the interview samples of materials, etc. he/she has utilized in the classroom. The interviewer explains program expectations to each applicant. He/she follows the same interview format for each interview. It is suggested that each program develop an interview form for consistency.

4. Send Acceptance or Rejection Letters

Many professionals, as well as college students, look for different employment during the summer. Due to the large number of people who apply, it is necessary to let those who do not qualify know as soon as possible so they can find other jobs. A brief letter thanking them for their time and explaining the reasons for rejection is satisfactory.

5. Sign Contracts

Contracts or job descriptions need to be specific for each position. Agreement to job objectives is essential during the interview. The Children's Demonstration School runs an extended day from 8:00 AM to 6:00 PM. Therefore, it is very important that all staff understand and participate fully during the total day. A sample contract is included on the following page.

SAMPLE CONTRACT

I, _____, agree to the following conditions of summer employment:

- writing weekly lesson plans utilizing the program's planning format
- completing and utilizing the Migrant Student Record Transfer System (MSRTS)
- administering individualized tests
- creating task cards, learning centers and related activities

_____
Signature

_____
Signature of Program Director

_____
Date

6. Train the Staff

A committed, enthusiastic staff carries a program through many unexpected moments. Training is essential for staff to become a supportive group, working together. Sharing background on students, philosophy, curriculum teaching techniques and pertinent program facts is crucial. (See Staff Development section for sample Staff Development Week Schedule).

IDENTIFY FOOD PROGRAM

The U.S. Department of Agriculture (USDA) operates a Summer Feeding Program for disadvantaged children. The program is for children whose families meet certain income guidelines. USDA reimburses local programs on a per meal basis for meals served to eligible children. More information can be obtained by contacting the appropriate regional office of the Food and Nutrition Services (FNS) listed on the following page:

States	Address
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	New England Regional Office Food and Nutrition Service U.S. Department of Agriculture 34 Third Avenue Burlington, Massachusetts 01803
Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virginia, Virgin Islands, West Virginia	Mid-Atlantic Regional Office Food and Nutrition Service U.S. Department of Agriculture One Vahlsing Center Robbinsville, New Jersey 08691
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee	Southeast Regional Office Food and Nutrition Service U.S. Department of Agriculture 1100 Spring Grove NW Atlanta, Georgia 30309
Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin	Midwest Regional Office Food and Nutrition Service U.S. Department of Agriculture 536 South Clark Street Chicago, Illinois 60605
Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming	Mountain Plains Regional Office Food and Nutrition Service U.S. Department of Agriculture 2420 West 26th Avenue, Room 430D Denver, Colorado 80211
Arkansas, Louisiana, New Mexico, Oklahoma, Texas	Southwest Regional Office Food and Nutrition Service U.S. Department of Agriculture 1100 Commerce Street, Room 5-C-30 Dallas, Texas 75242
Alaska, American Samoa, Arizona, California, Guam, Hawaii, Idaho, Nevada, Oregon, Trust Territory of the Pacific Islands, Northern Mariana Islands, Washington	Western Regional Office Food and Nutrition Service U.S. Department of Agriculture 550 Kearny Street, Room 400 San Francisco, California 94108

CONTACT THE FOOD SERVICE FACILITY

The Children's Demonstration School utilizes the campus food service facilities for meal preparation. Arrangements must be made far enough in advance to assure use of the facilities. A cook is hired, menus arranged, serving times set and all other details arranged prior to opening the facilities. It is important to work

closely with representatives of the school or campus food service facility to cover any problems that may arise. A procedure of taking a daily meal count should be arranged. Project CHILD has found it is best done by the home-school counselor since it coincides with the attendance. Distributing meal tickets to the teachers a day in advance is convenient; be flexible since new children arrive daily. The following meal procedures have been developed by Project CHILD:

1. Each child must have a meal ticket for every meal. Teachers will be provided with the correct number of tickets for each meal. Only migrants (children and adults) will be issued meal tickets. All staff, tutors and guests will pay the cashier for each meal.

2. The home-school counselor will be responsible for taking count of the children prior to each meal and will notify the cafeteria supervisor of the number of meals needed.

3. All requests for special service, food supplies and utensils must be approved by the administrative director.

4. All children will go through the serving line according to their class schedule and should be assisted in selecting a well-balanced meal.

5. With the exception of breakfast, all the children from a specific classroom will sit at an assigned table with supervision.

6. One administrative staff member will be assigned to the cafetorium each evening to be available in case any emergencies should arise.

The following is a sample of a meal ticket used by Project CHILD:

PROJECT CHILD

State University College at Geneseo

Children's Demonstration School

MEAL TICKET

BREAKFAST

ARRANGE FOR TRANSPORTATION

The steps involved in arranging for transportation are as follows:

1. Send out bids.
2. Grant contract to lowest bidder.
3. Make bus run schedule.
4. Arrange for other needed transportation, such as state car.

Project CHILD has implemented the following procedures for transportation needs:

1. State Van

   If you have occasion to use the state van as part of your responsibility to the program, please follow the procedures below:

   A. Obtain approval from your program director.

   B. Pick up reservation form from the program secretary.

   C. After use of vehicle, complete mileage slip and return to program secretary.

   D. If you are the last person to use the car for the day, please make sure it is returned to its proper parking slot.

   E. Leave the vehicle in good clean condition to assure continued use of the vehicles.

2. Bus

   The home-school counselor will be responsible for proper supervision and and head count on each bus. However, all staff are urged to sign up to ride either the morning or afternoon (evening) bus run.

3. Personal Cars

   Any travel in personal vehicles for program transportation or needs authorized by the project director must be recorded on a travel voucher for reimbursement of mileage. Contact the business manager for proper forms and instructions on filling out. Program directors must authorize travel in advance; unauthorized travel will not be reimbursed.

ORDER SUPPLIES AND EQUIPMENT

Normal office and classroom supplies should be ordered, borrowed or scrounged when necessary. Testing materials for pre- and post-tests (i.e., Criterion Reference Test) are required. A laminating machine is helpful for teachers and students to make durable materials. Following is the procedure developed by project staff for purchasing of any supplies:

1. All purchases outside the local area must be made directly through the program director.

2. Local purchases may be charged only at authorized stores. A list of staff members authorized to charge and the account number of their respective programs will be submitted by each program director to each store. Authorized personnel charging will sign the itemized bill at the store and the store will forward the original bills to Project CHILD once a week.

3. If purchases from other than authorized stores are absolutely necessary and approved by the program director in writing, the following procedure must be followed:

   A. Staff member pays for item(s) out-of-pocket; submits tax exempt form to vendor.

   B. Staff member obtains receipt which he/she submits for reimbursement; no tax will be reimbursed.

CREATE A TIMELINE

Task identification, assignment and follow-up are key ingredients in establishing any program. A timeline or sequential checklist are useful only if utilized fully. Follow-up of previous assignments limits communication breakdowns and insures a smoother operating program. (Appendix C contains a detailed Planning Checklist used for the Children's Demonstration School).

PROGRAM RECRUITMENT/ENROLLMENT

RECRUITMENT

Before children are recruited for the program, it is important to obtain permission from growers before going into their labor camps. This permission

should be obtained before the children arrive in the area so they do not have to wait unnecessarily for services. The growers' permission to enter the camps is obtained by directors before the programs are implemented. The area migrant census taker may be able to inform the program staff as to the arrival and departure of crews and families. It is not necessary to gather information if it has been provided by the census taker. When approached by too many different people with repetitive questions, parents may become apprehensive. Therefore, frequent communication between the census taker and the home-school counselor is advisable.

Assuming a grower's permission has been obtained, the initial contact made upon entering the camp should be with the crewleader. It should be explained that the purpose of the visit is to meet with the parents to enroll their children in the Children's Demonstration School as well as to contact various crew members about the services of Project CHILD. It may be beneficial to show the crewleader any forms used in recruitment.

The home-school counselor should meet with the parents in the camp or home to explain the program's purposes and benefits. If possible, the home-school counselor should meet with both parents, a parental substitute or guardian. When approaching the parents, a positive, honest attitude is best. The benefits of the program should be explained in clear and simple terms. Parental consent for the children's attendance, for health and dental services, and necessary health and family background information must then be secured. The person assuming the responsibility of home-school relations must be aware of available agencies, as well as other existing program components, since a variety of problems that affect the child may be involved in the home situation. Cooperation with all staff, especially nurse and other health personnel, is essential. The home-school counselor does the initial recruitment of the children for the Children's Demonstration School.

The home-school counselor provides parents with information concerning the

program's services and benefits and thereafter acts as a liaison between the parents and the personnel of all existing programs that are being served. The liaison between the home and the school is essential to the functioning of the Project CHILD program. Without open lines of communication between parents and staff, the program would fail to meet its goals and objectives. Misunderstandings may result if the home-school counselor does not take into consideration ethnic colloquialisms and differences. If he/she does not speak the family's language, an interpreter must be used. The interpreter must clearly understand his/her responsibility to translate precisely in order to convey clearly the home-school counselor's intentions. The home-school counselor may often be approached by parents and other people in the camps whose problems the program cannot reasonably deal with. He/she should listen politely but never make promises that cannot feasibly be fulfilled.

Appendix D contains the Health-Recruitment Form developed by the program. This form is suggested for recruiting and collecting health and background information. When communicating with parents concerning background and health information, a family form is handiest since it reduces "paper shuffling" and requires fewer signatures (some parents have difficulty writing and/or are apprehensive about signing a lot of papers). It is possible to have an individual file for each child or it may be more efficient to file by family grouping using the family recruiting form as the cover form. The latter, filing by family, has been most convenient. Cross reference filing for children in the same family with different last names is helpful.

Whatever forms are used, they should be clear and concise; one should be certain to collect all information needed for MSRTS enrollment, health services, etc. The less parental signatures required, the smoother the initial parent/counselor encounter will be. Family forms help achieve this goal.

The State Migrant Child Census Taker Offices can provide guidebooks that list

qualifications for migrant's status and methods for recruitment procedures.

Parental involvement and input should be encouraged as a continuous process. When visiting the camp, the home-school counselor should listen politely to parents' problems and concerns. Periodic group meetings, including staff and parents, should be established and resulting suggestions and comments recorded and implemented. Continuous rapport with the crewleaders and key people in the camps is a vital element for the success of an efficient program.

When children attend the public schools or another day care center, valuable health findings and academic summaries should be forwarded to the receiving schools. The receiving schools can be identified by contacting local school district offices.

ENROLLMENT

Once the child is recruited for the program, he should immediately be enrolled on the Migrant Student Record Transfer System (MSRTS). The MSRTS is utilized to ensure continuity in the child's care by providing updated educational and health information to the child's next school. The following steps should be taken to enroll children into the nationwide computer system:

1. Contact needs to be made with the local terminal operator. The state migrant education department can identify the name, address and phone number of the correct local terminal operator for a program.

2. The local terminal operator will provide training for using the system upon request. This should be done before the children arrive.

3. To enroll a child on the computer, his/her birthdate must be known. An idertification number is assigned to the child based on the birthdate.

4. A copy of the MSRTS Terminal Enrollment Form for New Students must be filled out for all children who have never been in the program. A sample form can be found in Appendix E.

To ensure that those children enrolled do, indeed, attend daily program activities, the Children's Demonstration School has developed various daily/weekly enrollment and attendance forms and individual attendance cards for classroom teacher use. The forms are included in Appendix F.

The teacher should be responsible for individual attendance cards. An envelope or attractive poster outside the classroom door for the teacher's daily copy makes attendance collection more efficient since it does not interrupt the classroom routine.

STAFF DEVELOPMENT

To insure a quality program for migrant children, or for children of any population, it is essential that the staff is well trained. It is highly recommended that all staff (director, classroom teachers, special teachers, nurse, home-school counselor, aides, food service personnel, bus drivers and volunteers) receive a thorough orientation to the program before actual operation begins. The Children's Demonstration School schedules a full week of staff development activities. Following is a day-to-day schedule including rationale and/or comments:

SAMPLE STAFF DEVELOPMENT WEEK SCHEDULE

DAY 1	SCHEDULE	RATIONALE/COMMENTS
8:30- 9:00	Coffee	
9:00-10:15	"Welcome"; President or representative, SUC, Geneseo; representative from funding source; Gloria Mattera, Director, Project CHILD	Support from the college is a key ingredient to the Geneseo program. It is beneficial to share program with as many professionals as possible.
	Introductions; staff	
	Migrant Heritage Studies Kit	Background on migrancy itself is shared using slide-tapes, personal stories, news articles and a variety of materials all relating to different aspects of migrancy. The staff can then select more specific information on the ethnic group they will be teaching (Black, Mexican American, Algonquin Indian).

	Affective activity	Group interaction becomes more positive as staff members work together to solve simulated problems and develop trust in others. See Sid Simon's Value Clarification Activities.
10:15-10:30	Coffee break	
10:30-12:00	Program overview	The staff sees the progression of ideas and programs from year to year and feels the importance of carrying on the traditions.
	Individual meeting with director	Training for all staff members is shared, but it is necessary for each group to gain its identity and recognize the goals of their specific program.
12:00- 1:00	Lunch	
1:00- 3:00	Migrant Health Program procedures; Migrant Health Coordinator, Department of Agriculture and Markets; Project CHILD nurse; day care nurse	Each state has a variety of laws which affect migrant farmworkers. Since the workers are usually unaware of forms and procedures, it is important for the staff to assist when possible.
3:00- 3:15	Tour of Project CHILD facilities	Questions which are answered by tour: Where does it all happen? What can be expected? How can the CHILD administrative staff and services be utilized fully?
3:15- 4:30	Curriculum focus; CDS director	Introduction to major areas of concern: give goals of N.Y. State Migrant Education and suggestions for incorporating into daily activities.
4:30- 5:00	Social hour	Great for building rapport.
DAY 2		
8:30- 9:00	Coffee	
9:00-10:15	Supportive Services; home-school counselor	Each community has different services to offer; the programs liaison is the main source for this information. Relations between home/camp are crucial. The home-school counselor can assist staff in home visits, fill in backgrounds on children and usually attain any needed forms, etc.

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	College Union services	Utilization of college facilities; rules and regulations.
10:15-10:30	Coffee break	
10:30-12:00	Recreation specialist	Motor development and coordination is important at all levels and can be readily worked into the curriculum. Specialist relates classroom activities.
12:00- 1:00	Lunch	
1:00- 3:00	MSRTS; terminal operator	Necessary session for effective use of MSRTS which allows more individualized program for students as they arrive. (See your state representative).
3:00- 3:15	Refreshments	
3:15- 4:30	CDS; Sesame Street film and discussion	Educational learning program provides motivation for some students.
4:30- 5:00	Picnic at Livingston County Park	
DAY 3		
8:30- 9:00	Coffee	
9:00-10:15	Individualizing with creative materials - task cards, learning center	Construction and use of learning centers, task cards and other teacher-made materials.
10:15-10:30	Coffee	
10:30-12:00	Tour of community library and orientation of teachers	A variety of materials can be borrowed or developed to be used in classrooms. They can be keyed to Criterion Random House skills.
	Lesson planning; CDS director	Standard format is required from all staff. (See Appendix G).
12:00- 1:00	Lunch	
1:00- 3:00	Criterion math testing; CDS director	Administer sample test; develop skill identification sheet based on needs of each individual.
3:00- 3:15	Refreshments	

3:15- 4:30	Classroom organization; aides and teachers	Teachers need time to organize centers, set up materials so students see an interesting, challenging environment when they arrive. As days progress, students may have suggestions and ideas for reorganization.
DAY 4		
8:30- 9:00	Coffee	
9:00-10:15	Film; "Love in the Classroom"	A look at teaching; what we say and what we really mean.
10:15-10:30	Coffee break	
10:30-12:00	Program guidelines discussion; CDS director	Discussion on Implementation Guide
	Personalized instruction and record keeping; CDS director	A folder on each child, with skills identified, program designed, observation sheets, weekly or biweekly reports.
12:00- 1:00	Lunch	
1:00- 3:00	Classroom organization; aides and teachers	Work time
3:00- 3:15	Refreshments	
3:15- 4:30	Classroom tours and discussion	

The above sample staff development schedule would need to be adapted to meet the needs of a particular adopting site.

In addition to participating in the Staff Development Week, meetings and in-service sessions for teachers, aides and other staff are held weekly with additional meetings scheduled when necessary. The areas discussed may include:

1. skills development activities in mathematics and language arts.
2. prescription and evaluation.
3. any student difficulties.
4. home communications and visitations.
5. any other problems.

IMPLEMENTING DIRECT SERVICE

Each part of the Children's Demonstration School provides opportunities or services for migrants and their families. The total program offers:

*1. Health services (see Guidebook: Introduction to the Series)

   A. dental care
   B. immunizations from doctors if needed
   C. eye and ear care
   D. tine test

*2. Career education

*3. Day care (see Guidebook: Child Development Center)

4. Food service

5. Recreation program

*6. Arts and crafts (see Guidebook: Introduction to the Series)

*7. Outdoor education (see Guidebook: Outdoor Learning Experience)

8. Aide training

9. Urban experience

*10. Home-school counselor services

*11. Adult education

*Indicates program components which have been explained in detail here or in other guidebooks to facilitate implementation.

Entry dates for students vary as the crews arrive; therefore, it is necessary to have assessment tools available. Since students frequently are tested for each system they enter, it is important to use a testing instrument which allows them to succeed and demonstrate what they do know - not just a raw score, below grade level stanine to indicate what they don't know. Assessment activities used by the program include:

1. teacher observation.
2. transfer record form (or contact previous school directly).
3. Criterion Reference Test (math and reading).

4. self-concept surveys.

5. skills development checklists.

Appendix H contains a chart outlining the entire pre- and post-evaluation procedure from assessment to achievement of objectives.

After assessment, an individual program or set of objectives is organized for each student. Individual learning centers and/or small groups are organized to meet the needs of the students. The Criterion programs are based on sequential skills so that each child can continue to progress through a series of skills at his own level and at his own rate.

CDS teachers must plan for each student. All Project CHILD programs utilize a "Planning for Instruction" chart. A sample follows, with a complete chart included in Appendix G.

PLANNING FOR INSTRUCTION

Unit _____ Date _____

Teacher _____

Needs	Objectives	Subject Matter Resource Material	Learning Experience	Evaluation

This chart must be completed and turned into the CDS office on the Friday prior to the week's plans. The chart should be filled out in the following manner:

1. Under the needs column, each need should be listed under one of the following categories; self-concept, cultural enrichment, health and nutrition, language and vocabulary development, or skills development.

2. The objectives listed in the second column must be written in terms of behavior. Objectives are in include the following; statement of conditions, behavioral verb, criteria of performance.

CAREER EDUCATION

OLDER CHILDREN SEGMENT

Academic emphasis is stressed throughout the Children's Demonstration School and, to complement this, the older children participate in exciting career activities designed to further their knowledge of various career opportunities. The following format is used:

Work Experience

Older children participate in an exploratory work experience program involving a variety of job stations available on the college campus. During the first week of the program, students are given a tour of the campus and meet with supervisors for each prearranged job station. Such job stations might include a printing office, college library, laboratory, postal service, bookstore, security force, food preparation service, health office, custodial/maintenance service, or day care center.

Each student then selects the job he/she finds most interesting and is assigned to that station for a maximum of 20 hours per week for a two week period. During that time the student is directly responsible to the supervisor in charge of that particular work site. Program staff periodically observe and evaluate each worker and meet with the supervisor to discuss both strengths and weaknesses of the student. New job stations are selected every two weeks to provide maximum exposure to a variety of career alternatives.

Some important advantages of a paid work experience are the building of a positive attitude toward employment by providing financial incentives and the development of work habits and social skills considered essential for successful employment. The development of good work habits and social skills is particularly important in the sense that most employers release employees for reasons other than inability to perform specific job skills. Such reasons generally include unreliability, lack of initiative, dishonesty, lack of responsibility, inability to get

along with fellow workers and disrespect.

The evaluation of student workers (see Appendix I for a sample Work Experience Program Employee Evaluation Form) on a regular basis and scheduled consultations with supervisors help to identify and correct potential problem areas demonstrated by individual students. Students are then encouraged through counseling and individualized and small-group sessions to seek ways to capitalize on their strengths and to correct their weaknesses. The same standards of behavior for work habits and social skills are expected of the older children while in the classroom or participating in any CDS activities.

Vocational Exploration

While the paid work experience provides students with the opportunity to become directly involved with various occupational areas and to gain firsthand experience in an actual employment situation, it is felt that other exploratory activities are important. Thus, program staff coordinate with the local vocational school to provide training in specific skill areas such as welding, carpentry, masonry, electricity and plumbing. Interested students have the option to attend twice-weekly sessions at a local BOCES facility where they receive instruction in the vocational skill areas listed above. This list is in no way inclusive and a variety of other vocational skills might easily be substituted depending on student interests. Other areas might include photography, small engine repair, agricultural mechanics, auto mechanics, food services, horticulture, cosmetology, data processing or any other vocational area for which trained personnel might be available to provide instruction and guidance.

Survival Skills Training

While CDS recognizes that the acquisition of basic academic skills (math and reading) are important for adult success, it also recognizes that many other skills are essential for adult independence. These skills are particularly important for

migrant youth who may aspire to pursue career goals other than seasonal farm employment.

In the older children's class, the majority of classroom instruction and related activities involve adult survival skills with emphasis on available community resources. The core of the adult survival units consist of:

1. job locating skills and career exposure.
2. applications and interviewing skills.
3. social skills and work habits for successful employment.
4. sexual responsibility.
5. health and body care.
6. money management.
7. consumer education.

Whenever possible, actual involvement with community resources is utilized to provide as realistic a learning environment as possible. The following are brief descriptions of unit content and utilization of community resources:

Unit 1

Job Locating Skills - researching alternative career choices and ways of locating job vacancies.

Unit 2

Applications and Interviewing Skills - proper way to complete job applications and the types of personal information needed. How to prepare for job interviews, how to act during the interview, what interviewers expect, types of questions, etc.

Unit 3

Social Skills and Work Habits for Successful Employment - value orientation and role playing situations to develop concepts and positive attitudes.

Work Experience Supervisors - interviews and discussion sessions with supervisors of work experience stations with emphasis on desirable work traits.

Community Resources for Units 1 and 3

N.Y. State Employment Bureau - discussing procedures for job location, completing applications forms, conducting mock interviews and outlining students' strengths and/or weaknesses.

Unit 4

Sexual Responsibility - body awareness and functions of male/female organs, responsibilities of decision to participate in sexual intercourse, V.D., pregnancy, birth control (types, use of, availability), misconceptions about sex, choices available if pregnancy does occur, availability of

guidance and/or help for pregnant teenagers and unwed adults.

Community Resources (See Appendix J for complete listing)

Planned Parenthood
Right to Life organization
Doctor
Clergy - marriage counselor

Unit 5

General Health and Body Care - importance of proper diet and nutrition, grooming, dental health, medical checkups; availability of agencies to secure medical assistance.

Community Resources (See Appendix J for complete listing)

Dietician/nutritionist
Doctor
Dentist - dental hygienist
Cosmetologist
Local health services
Poison control center

Unit 6

Money Management - counting money, making change, credit, banking (savings and checking accounts), budgeting.

Community Resources (See Appendix J for complete listing)

Local banks
Loan agencies
Local retailers; interviews regarding importance of employees' ability to manage money

Unit 7

Consumer Education - using money to best advantage, shopping for sales, buying in quantity, used items, buying on time, interest, comparing prices.

Community Resources (See Appendix J for complete listing)

Cooperative Extension - Home Economics Division
Local supermarkets, department stores, individually owned stores
Newspaper; checking want ads, store ads, coupons

The ideas presented for community resources are not intended to be complete. Depending on local resources, each unit could be altered or expanded, as long as concrete, hands-on experiences or supportive interviews are provided for each unit.

ADULT EDUCATION

The adults participating in the Children's Demonstration School activities present a unique set of challenges for teachers and administrators. Recruitment is accomplished by the CHILD staff who are in the camps on a regular basis. Adults are encouraged to board the CDS bus in the morning on any day when work is not available. The challenge of this program lies in the fact that it is never known who or how many adults will be in attendance on any particular day. On some days no adults will be present, whereas on others, upwards of 50 may show up. A wide variety of needs, interests and abilities characterize those adults who do attend, demanding a flexible program design.

The basic schedule provides for three meals per day, classroom sessions and activities in the morning, concentrating on independent adult survival skills and, in the afternoon, recreational activities are provided. Dental care and health counseling are provided for all adults in need. In addition, adults are encouraged to visit the clothing center where much-needed clothing is available at no charge.

The morning sessions consist of a series of workshops and activities involving multi-media teaching techniques and community resources designed to develop skills needed for economically independent, self-supporting adults. Units are presented as self-paced, self-taught instructional packages in the representative areas listed below:

1. Researching careers and training opportunities.
2. Locating job vacancies, applications and interviews.
3. Job keeping skills.
4. Money management/consumer education.
5. Marriage and sexual responsibilities.
6. Services and agencies.
7. Independent living; housing, apartments, utilities.
8. Transportation.
9. Insurance and taxes.
10. Legal assistance.
11. Health services.
12. Preventive medicine.
13. Higher education; high school equivalency, scholarships, financial assistance.

Each unit contains critical information about skills needed, how to develop skills, where to get additional information, and resource persons or agencies to contact for assistance. Major emphasis is on nationally available resources and on resources available locally, within the state. The packages are available to all adults in the form of booklets which utilize high interest and low readability. The material is written at approximately the 3.0 level. The narrative of these booklets is directed specifically to adults. Prior to the final preparation of such materials, a needs assessment is administered to adult migrant farmworkers to better determine their exact problems and needs.

Although the packages are intended primarily for independent use, morning sessions consist of values orientation and reinforcement activities to help develop concepts introduced in the packages. For example, the first four units deal with career guidance, job locating skills, and job keeping skills. These morning sessions include such activities as:

1. using commonly available resources to research careers, i.e., guidance offices in local schools, N.Y.S. Employment Service, etc.

2. techniques for interviews, such as:

   A. Mock interviews with evaluation of strong and weak points.
   B. Practice sessions to develop interviewing skills.

3. practice sessions filling in application forms.

4. learning job holding skills. Areas covered include:

   A. Group discussion; what skills are necessary to hold a job? Why do people lose jobs? The importance of arriving at work on time, daily attendance and following instructions.

   B. Enlisting local businessmen and/or employment counselor/personnel manager to lead discussion.

5. figuring gross pay, net pay, and deductions.

Available resource persons from the community are contacted to make presentations at daily sessions attended by adults. This particular aspect of the program presents the most scheduling difficulties, since it is not known when adults will be present or how many will appear at a time.

In an ideal situation, resource persons should be readily available to provide information about their specific agencies, services or areas of expertise. In reality, compromises must be accepted.

The afternoon sessions consist primarily of recreational activities such as basketball, baseball, pool shooting, swimming or art and crafts. If any individual wishes to pursue topics presented during the morning session or requests specific health or dental services, arrangements are made to accommodate him/her during the afternoon.

CHILD staff believe that this open policy to allow any parents or migrant adults not needed in the labor camps to participate in CDS activities is essential. Since these workers play such a significant role in the education of the child, they should receive the same benefits as the child. (See Guidebook: In-Camp Education for Migrant Farmworkers for more detailed suggestions for working with the migrant adult).

EVALUATING AND MONITORING

All components must be evaluated using appropriate means. The program teachers, students and learning facilities should be assessed directly using:

1. visitor evaluations and suggestions.
2. the Staff Evaluation and Suggestion Questionnaire (see Appendix K for a sample form).
3. advisory board suggestions.
4. community ideas.
5. children's evaluation.
6. pre- and post-test results.

Student assessments are on-going throughout the total program. Each child is given the Criterion Reference Test which indicates a set of objectives to be reviewed or learned during the program. Upon completion of the program, the growth of each student is indicated on the Migrant Student Record Transfer Forms. The program itself is evaluated daily in staff meetings to troubleshoot and keep communication channels open. Daily assessments must be held to a minimum and final assessments should be done during the final week, using the evaluation form with follow-up discussion time. The final assessment of the total program is most useful in reorganizing for the next year. Since reinventing the wheel takes as much time (or more) than the initial invention, all ideas, comments and criticisms are carefully considered in planning for the following year.

APPENDICES

PROJECT CHILD
State University College
Geneseo, New York

NOTE: The following are brief reviews of the job descriptions for the Children's Demonstration School.

CHILDREN'S DEMONSTRATION SCHOOL

JOB DESCRIPTIONS

Director - The director will evaluate the previous year's program and prepare a budget and narrative based on an assessment of the needs of the children. He/she will interview, hire and train staff, as well as organize and coordinate daily schedules with special programs and activities, including day care, dental and medical services, Department of Social Services, volunteers and other migrant programs. The director is responsible for writing program reports and evaluations, establishing appropriate curricula and guidelines for teachers, and assisting teachers in establishing learning centers, organizing field trips and preparing materials to meet the needs of the migrant children.

Classroom Teachers - The teachers will administer pre- and post-test measures, assess children's needs, and develop individual materials to meet the objectives for each child. They will meet with parents and the director on children's progress, organize field trips to supplement learning skills, motivate the students, and make learning real. They will also guide migrant aides to work positively in individualized activities with the children. The teachers will complete the MSRTS forms and maintain flexible, creative learning environments.

Media Instructor - The media instructor will meet with small groups of children to experiment with language experiences in media. He/she will assist students in photo taking and developing for creative stories, organize lessons to work with children in sequencing skills, assist in filming a children's weekly TV news broadcast, teach the teachers, aides and children creative uses of media, organize a student media center, and coordinate weekly film festivals.

Movement Education Specialist - The movement education specialist will assess the children's needs, determine objectives and establish learning areas to help individual children improve specific difficulties. The specialist will also write, design and construct materials to assist teachers in correlating physical and academic growth. He/she will organize a special events project for each week to motivate and reinforce the children's program.

Home-School Counselor - This person will serve as a liaison between the children's homes and the school, will recruit children for the program, and will enroll, update and withdraw the children on the Migrant Student Record Transfer System. The counselor will also make camp visitations with staff members, bring parents into the school for involvement in the programs, and will recruit parents for special school events.

Secretary - The secretary will do all the typing, filing, telephoning and other office tasks necessary to the smooth running of the program and main office.

APPENDIX B

State University College of
Arts and Science
Job Application for
Non-State Budgeted Position

Name _____
Last First M.I.
Social Security No. _____
Phone Number _____
Address _____
Street City
_____
State Zip Code

Position Sought: _____

How did you learn of this position? _____

Advertisement ( )
Word of Mouth ( )
Other ( )

_____
Where
_____
Person
_____
Please Specify

Specify your qualifications for the position: (e.g. Experience, Degree(s), Certification, Special Training). You may request the job description to assist you in providing an accurate description of your qualifications.

_____

_____

_____

_____

_____

_____

If requested, will you provide credentials and references:

Yes ( ) No ( )

Are you currently employed by SUNY? Yes ( ) No ( )
If yes, specify capacity and institution: _____

_____

Have you been previously employed under a grant administered by the Research Foundation Yes ( ) No ( )

Are you currently employed by the Research Foundation? Yes ( ) No ( )
If yes, indicate position and location _____

_____

_____ _____
Date Signature of Applicant

APPENDIX C

PROJECT CHILD
State University College
Geneseo, New York

NOTE: To assure completion of all tasks essential to planning the CDS, this checklist is updated at each summer planning mtg. January to June.

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

Task	Person Responsible	Progress/Comments	Date Due	Date Comple
Preparation of budget				
Preparation of narrative				
STAFFING: Affirmative Action procedure				
Qualifications of staff (develop job descriptions)				
Set guidelines for interviews				
Interview staff				
Resumes and references on file				
Screen all applicants				
Observe applicants				
Acceptance/rejection letters				
Development of contracts				
Signing of contracts				
HIRING STAFF: Identify director				

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

Task	Person Responsible	Progress/Comments	Date Due	Date Comple
Classroom teachers				
Home-school counselor				
Nurse				
Aide trainer				
Special teachers				
Secretary training				
Staff lists				
Personnel forms				
Staff I.D.s				
Staff policy manual				
Summer staff mtgs.				
WORK STUDY: Supervision				
Time sheets				

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

Task	Person Responsible	Progress/Comments	Date Due	Date Comple
STAFF DEVELOPMENT: Develop agenda				
Invite consultants				
Invite participants				
Orientation folders				
Record sessions				
Thank you's				
FOOD SERVICE: Contact Summer Feeding Program				
Make arrangements with Campus Aux. Service				
Establish daily menu				
Coordinate between CDS & Ag/Markets				
Hire cook				
Complete food reimbursement forms				

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PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

-4-

Task	Person Responsible	Progress/Comments	Date Due	Date Complete
Food service training program				
Establishment of meal ticket procedure				
HOLCOMB LEARNING CENTER FACILITIES: Contact principal				
Equipment needs: Furniture				
AV equipment				
Movement education equip.				
Musical instruments				
Classroom identification				
Smoking lounge				
Obtain special permission				
Campus School library				
Permission to paint windows				

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

-5-

Task	Person Responsible	Progress/Comments	Date Due	Date Comple
ANIMALS: Permission from Campus School				
Permission from college				
Contact Lollipop Farm				
Contact local farmers				
Care of animals				
Care of animals - weekdays				
Care of animals - weekends				
Purchase of food				
Cleanup				
Return of animals				
VOLUNTEERS: Contact Volunteer Center				
Volunteer training				

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

-6-

Task	Person Responsible	Progress/Comments	Date Due	Date Comple
Volunteer supervision				
Volunteer guidelines				
Volunteer forms				
TRANSPORTATION: Send out bids				
Grant to lowest bidder				
Bus run schedule				
Bus aides: Hire & train				
Bus riding tips sheet				
Use of Research Foundation van & migrant program station wagon				
Sign-out procedure				
Car sign-out proc.				
Filling out travel vouchers				

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

-7-

Task	Person Responsible	Progress/Comments	Date Due	Date Comple
MIGRANT STUDENT RECORD TRANSFER SYSTEM: Contact local terminal operator				
Train teachers				
Enroll				
Update records: Health form				
Educational form				
Withdraw from program				
SWIMMING PROGRAM: Contact physical ed. department				
Swim instructor				
Lifeguards				
Obtain contract				
Set schedule: Instructional				

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PLANNING CHECKLIST

-8-

Task	Person Responsible	Progress/Comments	Date Due	Date Compl
Recreational				
Supervision				
Obtain swimsuits and towels				
Wash swimsuits and towels				

APPENDIX D

PROJECT CHILD
State University College
Geneseo, New York

Health/Recruitment Form

Mother/Guardian _____ Employer _____

Father/Guardian _____ Employer _____

Camp _____ X - Signifies head of family

Permanent Address _____
(Street) (City) (State) (Zip)

Children	Sex	No. Da. Yr.	Grade	Previous School	Date	City	State	Birthplace

Emergency: Name _____ Address: _____ Phone: _____

Permission is hereby given for the above named children to receive emergency medical treatment and/or surgery in the event the parent/guardian is not available if and when such treatment or surgery is needed. (Any medical service will be performed by a qualified person.) The CHILD director shall secure the needed care for the children and shall notify as soon as possible one or both parents or guardians.

I hereby give my consent to Project CHILD to re-use (play back) any videotape of my children or ward listed above, for any non-profit purpose related to the above educational institution.

While ownership of all such materials resides with the enter, I reserve the right to withdraw any videotape from circulation for any reason whatsoever, by written request.

Permission is hereby given for the above named children to receive any immunizations that are necessary, to receive dental care including extractions if necessary, and to be given a skin test for T.B. (Cross out any item not wanted.)

Date _____ Parent/Guardian _____

Medicaid Card: _____ State _____

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PROJECT CHILD

State University College, Genesco, New York

Child's name	good health	epilepsy	tuber-culosis	diabetes	heart disease	asthma	allergies	operations	ear trouble	last dental x-ray	mumps	diptheria tetanus whooping	polio	rubella (3 day)	measles (9 day)

Immunizations

MSRTS Terminal Enrollment Form for NEW Students

IMPORTANT: Please check files for blue MSRTS form. If available, add only new enrollment date and send top copy to terminal. This white form to be used for NEW STUDENTS ONLY.

Enrolling School Name State University College - Geneseo I.D. B.P.V.Q.

Enrolling Date _____

Last Name _____ Sex _____ (M or F)

First Name _____ Birthdate _____

Middle Initial _____ Verification _____
(B. Cert, Docu, Other, None)

Parents:
Father _____ Age _____

Mother _____ Migrant Status _____ (1 = Interstat
2 = Intrastat
3 = Resettled

Guardians _____

_____

Birthplace _____
City County State

Home Base _____
City County State

Current Address in N.Y.S. _____

COMPLETE AND SEND TO: Mrs. Rita Lowe
Terminal Operator
Orleans-Niagara BOCES
Salt Works Road
Medina, New York 14103

Call Collect: 716: 798-4389

NOTE: The Migrant Student Record Transfer System (MSRTS) is a nationally computerized record system currently holding health and academic record forms for over 500,000 children of migrant farmworkers. This form is filled out by the CDS classroom teachers at the end of the summer program.

APPENDIX E

NOTE: Additions and deletions are made daily. This form was developed to give an accurate daily count.

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

DAILY ATTENDANCE FORM

Please submit before 10:00 AM daily to the home-school counselor's office.

Teacher _____ Class _____

Date _____

Children Absent:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Total Present _____

5 YR - 5 year migrant
TOT - Total
TRU - True

PROJECT CHILD
State University College, Geneseo, New York

APPENDIX F-2

CHILDREN'S DEMONSTRATION SCHOOL

WEEKLY ATTENDANCE FORM

Week of_____ to_____

	CHILD CARE		CHILDREN'S DEMO. SCHOOL		CHILD CARE & C.D.S. TOTALS ..combined..
DATE	0 - 2's	3 - 5's	Children's Pg.	Teenage Prog.	
	TRU -				- TRU
	5YR -				- 5YR
	TOT:				TOTAL
	TRU -				- TRU
	5YR -				- 5YR
	TOT:				TOTAL
	TRU -				- TRU
	5YR -				- 5YR
	TOT:				TOTAL
	TRU -				- TRU
	5YR -				- 5YR
	TOT:				TOTAL
	TRU -				- TRU
	5YR -				- 5YR
	TOT:				TOTAL

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

INDIVIDUAL ATTENDANCE CARD

Teacher _____ Bus _____

Name _____
(last) (first) (m. initial)

Camp _____

Address _____

Date of Birth _____
(month) (day) (year)

Parents or Guardian _____

Week	Week Beginning	M	T	W	Th	F
1	July 11					
2	July 18					
3	July 25					
4	Aug. 1					
5	Aug. 8					
6	Aug. 15					

Color Code Cards: 3-5's - Pink; 6-8's - Blue; 9-11's - White; Older Children - Yellow

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

NEW CHILD ENROLLMENT FORM

Date _____

Name _____

Camp _____

Birthdate _____ Age _____

Grade Placement _____

Nationality _____

Migrant Status:

☐ True

☐ Resettled

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PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

LESSON PLANS

Unit _____ Date _____

Teacher _____

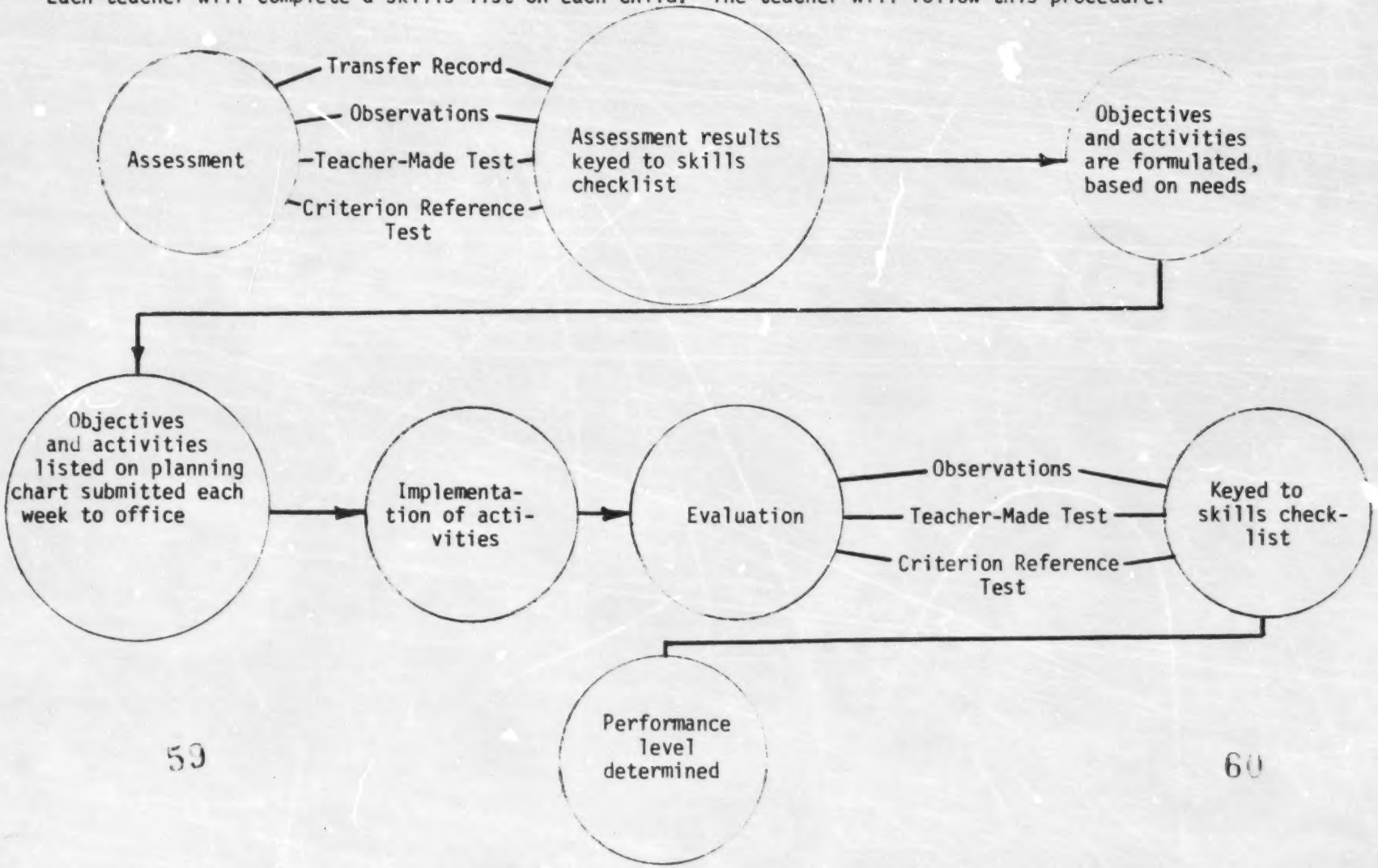
Needs	Objectives	Subject Matter (Resource Materials)	Learning Experiences	Evaluation

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

PRE- AND POST-EVALUATION

Each teacher will complete a skills list on each child. The teacher will follow this procedure:



PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

OLDER CHILDREN SEGMENT

WORK EXPERIENCE PROGRAM EMPLOYEE EVALUATION FORM

NOTE: This form is used to evaluate students assigned to work experience sites. Areas of strengths and weaknesses are then reviewed with the student and instructional sessions are planned to aid in overcoming weaknesses (if needed). The items included on this list are also presented to adults in discussion form during the sessions on job keeping skills.

NAME _____ AGE _____ JOB TITLE _____

EVALUATION PERIOD _____ JOB LOCATION _____

NOTE TO EMPLOYERS: Please evaluate employees by circling a number on the scales (1-6) provided. Outside numbers represent extremes with 1 being the best possible performance and 6 being the worst possible performance. Please use the space below each item for comments.

I. The Job - Is the employee suited for this job?

A. Ability	1 2 3 4 5 6	No Ability
B. Potential	1 2 3 4 5 6	No Potential

II. Personal Work Habits - Does this person have work habits required to hold a job?

A. Reliability	1 2 3 4 5 6	Unreliable
Arrives to work on time		1 2 3 4 5 6
Daily attendance		1 2 3 4 5 6
Follows instructions		1 2 3 4 5 6
B. Initiative	1 2 3 4 5 6	Lazy
Seeks help when needed		1 2 3 4 5 6
Looks for additional work		1 2 3 4 5 6
Works independently		1 2 3 4 5 6

	Ambition (speed, efficiency, effort)	1 2 3 4 5 6	
C.	Honesty	1 2 3 4 5 6	Dishonest
D.	Responsibility	1 2 3 4 5 6	Unresponsible
	Observes rules	1 2 3 4 5 6	
	Uses good judgment	1 2 3 4 5 6	
	Is careful	1 2 3 4 5 6	
E.	Neatness	1 2 3 4 5 6	Sloppy
	Appearance	1 2 3 4 5 6	
	Work area	1 2 3 4 5 6	

III. Social Skills - Does this person have the social skills required to hold a job?

A.	Works with others	1 2 3 4 5 6	Loner
B.	Accepts criticism	1 2 3 4 5 6	Can't accept criticism
C.	Cheerful disposition	1 2 3 4 5 6	Poor disposition
D.	Self-control	1 2 3 4 5 6	Disturbs others
E.	Respect	1 2 3 4 5 6	Disrespect
F.	Cooperative	1 2 3 4 5 6	Uncooperative
G.	Patience	1 2 3 4 5 6	No patience

IV. Recommendations: In your opinion, is student ready for full time employment?

_____

In what areas do you suggest development is needed? _____

_____

_____

Supervisor's signature and title _____

_____

PROJECT CHILD
State University College
Geneseo, New York

CHILDREN'S DEMONSTRATION SCHOOL

COMMUNITY RESOURCES REFERENCE GUIDE

NOTE: Listed below are typical community resources generally available in most geographic areas. Such resources might be used to enrich an adult survival skills curriculum.

N.Y.S. Employment Service
Local bank
Fire department
Police department
Hotel or motel
U.S. Post Office
Hospital
Ambulance service
Nursing home
Restaurant
Highway department
Airport
Funeral home
Beauty parlor
Barber shop
Laundromat
Conservation officer
M.D., dentist, veterinarian, nurse
Department of Mental Health
Department of Social Services
Office of Vocational Rehabilitation
County Health Services
Courthouse
Armed Services
Social Security Administration
Federal, state and local government
Department of Motor Vehicles
Telephone company
Gas company
Electric company
Cooperative Extension
Insurance agent - car, life, home, health

Grocery store
Dairy farm
Local industry
Car dealership
Appliance store
Service station
Shopping center/discount store
Machine shop
Wood shop
Zoo
Museum
Planetarium
Movie theater
Bowling alley
Skating rink
Play
Concert
Ballgame - sports event
Public library
Circus
Poison control center
Income Tax Bureau
County Clerk
Fabric store
Churches
Board of Elections
Drug store
Vocational school
Driver education school
AAA
Public transportation
Youth center or YMCA

APPENDIX K

PROJECT CHILD
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Geneseo, New York

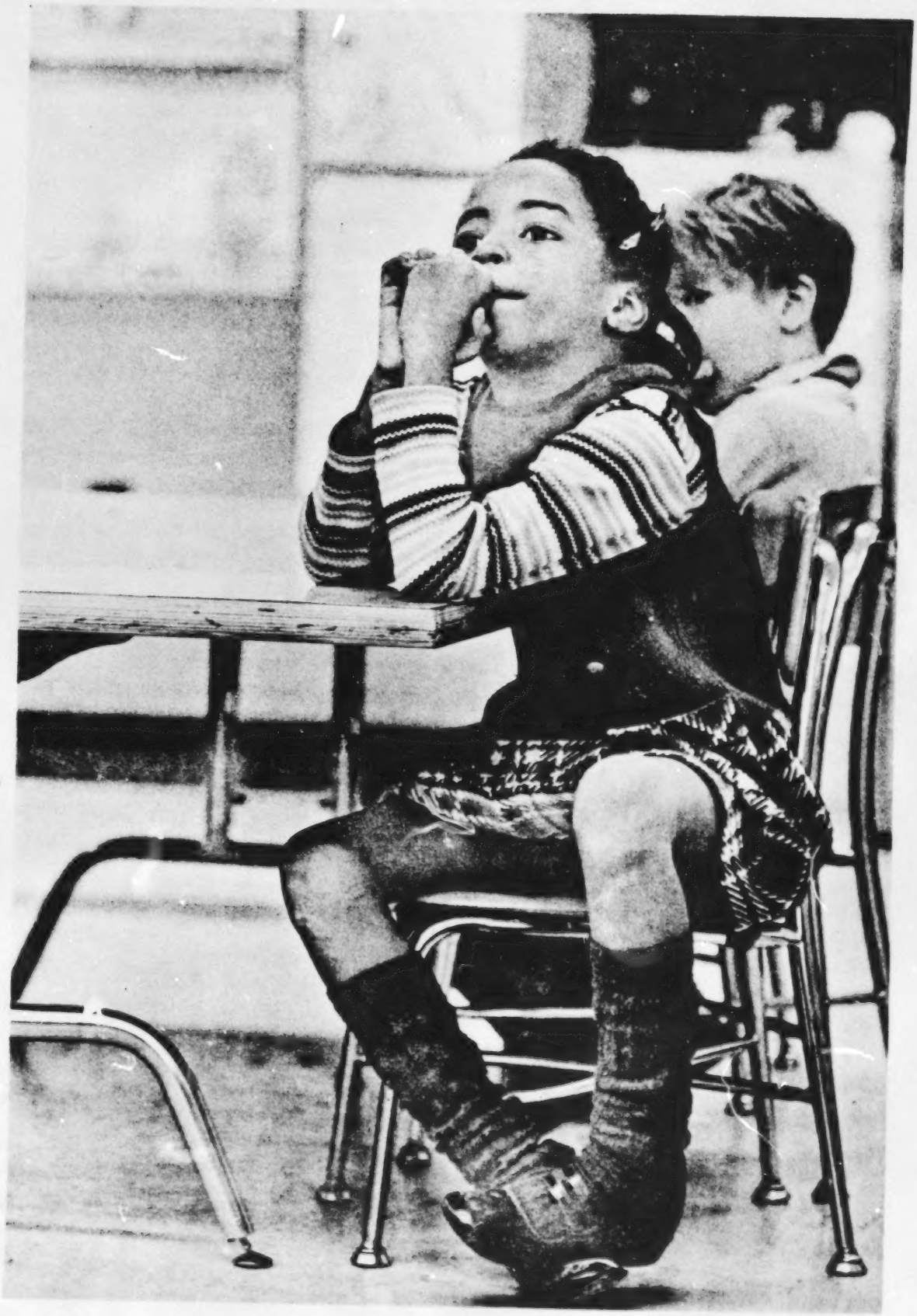
CHILDREN'S DEMONSTRATION SCHOOL

EVALUATION AND SUGGESTIONS QUESTIONNAIRE

NOTE: The CDS Director distributes this checklist to the staff at the close of the program. The results are tallied and used for planning the following year's program.

	KEEP AS IS	CHANGE-HOW?	COMMENTS AND SUGGESTIONS
1. Classroom age groupings			
2. Movement education program			
3. Scheduled art program			
4. Scheduled music program			
5. CAPS artist			
6. Instructional swimming			
7. Recreational swimming			
8. Daily schedule			
9. Attendance procedures			
10. BOCES vocational program			
11. Bilingual enrichment			
12. Meal procedures			
13. Testing procedures			
14. Individualized instruction approach			

	KEEP AS IS	CHANGE-HOW?	COMMENTS AND SUGGESTIONS
15. Planning for instruction (lesson plans)			
16. Volunteers			
17 Aides			
18. Work study			
19. CETA summer youth program			
20. Florida Teacher Exchange Program			
21. Health services			
22. Pilot Cub Scout project			
23. Pilot Girl Scout project			
24. Bus behavior token system			
25. Family night			
26. Sesame Street training program			
27. Pesticide safety program			
28. Staff development week			
29. Cosmetology program			
30. Other			



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